

Inspection of Kids 1st - Rake Lane

North Tyneside General Hospital, Rake Lane, North Shields, Tyne and Wear NE29 8NH

Inspection date: 19 February 2020

Overall effectiveness **Good**

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

What is it like to attend this early years setting?

The provision is good

Children develop as confident, independent learners in this well-established nursery. They behave well and are clearly aware of the daily routines. Older children are articulate, competent communicators. They remind each other of the age-appropriate rules and boundaries that staff put in place. Prior to accessing the outdoor area, children confidently put on their own raincoats and wellies and thoroughly enjoy running around in the rain. They demonstrate they are happy and feel safe as they play. Younger children quickly develop their self-help skills during mealtimes. As they progress through the nursery, staff help them to develop skills, such as using cutlery and serving their own meals.

The manager and her staff team implement a well-thought-out curriculum and they have high overall expectations of what children can do. This supports children well to develop the skills they need for the future. Activities and experiences are planned with clear intent. For example, children in Starfish 2 explore a variety of small pots and pans in the sand to follow their interest in filling and emptying. The manager accepts there are weaknesses in practice for the youngest children in Starfish 1 and demonstrates a proactive response to addressing these quickly.

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

- Staff place a high focus on developing children's early reading skills. Two-year-old children become engrossed and listen intently when staff read stories to them. Staff make excellent use of intonation in their voice, for example by whispering and pretending to roar. Older children begin to hear the initial sounds in words and recognise letters of the alphabet. They are excited to join in with stimulating activities and quickly match pictures such as a snake to the letter 's'.
- Children develop high levels of concentration as they play and learn. Children in the Penguin room demonstrate this when they mix their own gloop, using cornflour and powder paint. They use their fingers to make patterns, including drawing snakes.
- Support for children with special educational needs and/or disabilities is strong. Staff work very well with external professionals, such as physiotherapists, to implement strategies to meet children's individual needs.
- Arrangements for monitoring the quality of teaching and practice throughout the nursery are, generally, good. Managers and room leaders observe staff and provide support and guidance to help develop their skills further. However, there are some inconsistencies in practice in Starfish 1 room that have not been swiftly identified and addressed. This is hindering the manager's ability to raise the overall quality of practice to an outstanding level.
- Good hygiene procedures are in place throughout the nursery. Consistent

practices are in place and implemented by staff, to support children's physical health. Innovative activities help children to develop an understanding of the importance of handwashing.

- Partnerships with parents are, generally, good. Those parents spoken to during the inspection speak highly of the nursery and say how happy their children are. The management team acknowledge partnerships with parents could be strengthened even further. For example, they know they need to explain the rationale behind activities, as well as the impact on children's learning, development and well-being.
- The manager reviews the learning environment as part of her self-evaluation process. There are plans in place to improve the quality of the outdoor learning environment for the youngest children. However, plans are still in their infancy and have yet to be fully implemented, to raise the quality of learning for those children who prefer to learn outdoors.
- The manager is well supported by her extended management team to maintain an overview of the nursery. Risk assessments are thorough and reviewed in the light of any event, to prevent possible reoccurrence.
- Children are supported well emotionally when the time comes for them to leave nursery and move on to school. Teachers from local schools visit children and talk to them about their up and coming transition.

Safeguarding

The arrangements for safeguarding are effective.

Children access a safe learning environment. Effective arrangements ensure the nursery building is secure. For example, a fob system is in place for parents to enter the building. Clear signs ensure they do not let any other individuals enter at the same time. Staff have a clear understanding of how to keep children safe and protected. They recognise possible signs a child is at risk of harm and know who to contact should they have any concerns. Staff are aware of the procedure to follow should an allegation be made against them or their colleagues.

What does the setting need to do to improve?

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

- swiftly identify and address any weaknesses and improve the overall quality of practice, particularly for the youngest children
- strengthen partnerships with parents further and provide even more information about activities to support children's learning, development and well-being
- continue to implement plans and extend opportunities for learning for younger children who prefer to play in the outdoor area.

Setting details

Unique reference number	EY283548
Local authority	North Tyneside
Inspection number	10117628
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	112
Number of children on roll	220
Name of registered person	Kids First Day Nurseries Limited
Registered person unique reference number	RP901336
Telephone number	0191 258 7785
Date of previous inspection	2 April 2015

Information about this early years setting

Kids 1st – Rake Lane registered in 2004. The nursery employs 42 members of childcare staff. Of these, 38 hold appropriate early years qualifications at level 3 or above, including two staff with early years professional status and one with qualified teacher 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 Jones
Julie Campbell

Inspection activities

- The lead inspector took part in a learning walk with the nursery manager.
- 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 nursery manager.
- The inspectors held a meeting with the nursery manager and area director. 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.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020